

Admissions Policy



Overview

Breckenbrough School has a bespoke model and approach delivered in a specialist environment, requiring an in-depth understanding of each individual's needs and the wider social dynamic in supporting students with Autism. Class sizes and staffing ratios are a core aspect in meeting the needs of our students and delivering positive outcomes. In order to achieve this, we maintain class sizes of no more than 5 students.

Criteria for a visit

Visits from parents whose children are struggling in their education are always welcome, as it is essential in gaining an understanding of how our model and approach works in practice. We are also willing to help and offer advice.

We ask that parents/professionals give serious consideration as to whether it is appropriate for the young person to join an initial visit and leave this at the parent's discretion. We do not wish for a visit to be a stressful or anxiety-inducing. We also do not wish to create any expectations within a young person about a place at Breckenbrough that we may not be able to fulfil.

To place a young person at Breckenbrough there needs to be support from the Local Authority and/or Social Services. As such, there is a general requirement for an Education Health Care Plan (EHCP) issued by the Local Authority.

In order for Breckenbrough to meet need, a young person needs to fulfil the following criteria;

- The student has academic potential and would like the opportunity to succeed academically.
- The student recognises that they have had and do have problems in a school environment.
- The student is willing to work with us and buy into our approach and ethos.
- The student is willing to address their problems and progress.
- The student wants to make the most of the opportunity that Breckenbrough offers.

On the grounds of our curriculum offer, the school environment and our model and approach, we cannot meet need if the paperwork includes or references any of the following:

- Unable to access the curriculum at age-expected levels or reference to moderate or severe learning difficulties or global delay
- Involvement in the youth justice system or involvement in criminal behaviour
- Issues with alcohol or drugs
- History of any sexualised behaviour
- Requires line of sight to safeguard
- Has experienced significant early life trauma or associated conditions

Part of our expectations is a commitment to the Quality of Life Framework, which is central to our vision at Breckenbrough and a vital component of the holistic progress we aim for our students to achieve. A key aspect of this is for all families and students to actively participate in completing QoL surveys twice

yearly. These surveys are designed to support our ongoing understanding of each young person's experience and aspirations and promotes working in true partnership with families.



Visit

During the visit, the adults and the student will speak with a senior member of staff, usually the Headteacher. The discussion will be about the ethos of the school, the curriculum offer, and the expectations we have of every student in order for Breckenbrough to be successful.

The party will be taken on a comprehensive tour of the school. There will be the opportunity to enter classrooms where they can talk with staff and students alike.

After the tour, there will be an opportunity to direct questions to the senior member of staff. At this time, the senior member of staff might raise some aspects about the school and its appropriateness for the visitors to consider.

We make every effort to make the visit as relaxed and as informal as possible. We do not have interviews, trials, and entrance testing. We do have open honest dialogue and close partnership with all those involved as to whether we will proceed. If it is felt that Breckenbrough may not be placed to meet the needs of the young person, then guidance is still offered by the school and alternative provision suggested.

Follow up to the Visit

Following the visit, there will be a period of time for some reflection on all sides. The senior member of staff will informally discuss with colleagues about their views on the student, whilst the visitors will have time to think about whether the school is right for their student. The student will also have time to think about whether he wants to come to the school.

Following a formal consultation from the Local Authority, the student's paperwork will be reviewed and discussed by the panel within school. A formal consultation will always include the most recent copy of the EHCP but may also include other supporting documentation, including reports from professionals. The panel will make one of the following decisions and put this in writing to the Local Authority:

1. Breckenbrough are unable to meet need and why
2. The profile does meet the needs of a Breckenbrough student and offer assessment visits to ascertain whether the school can meet need.

Where appropriate and agreed by the Local Authority, parents and school, previous schools and/or professionals may be contacted for further information.

The Assessment Process

The assessment process is coordinated by our Transitions Manager. Whilst the assessment process appears clinical in its wording, this will be an opportunity for the student to spend time in the school environment and for the staff team to explore whether a student is willing to learn and whether they are

able to accept our support and guidance in buying into our ethos and approach. There will also be the opportunity to have a session with our SENCo and complete a short literacy and numeracy assessment so we can gain a picture of academic strengths and potential areas for additional support.

Following the conclusion of the assessment process, if the school believes they can meet need then a letter will be sent to the Local Authority confirming the offer of a place on our roll. A provisional start date will be provided within this letter and the family will be contacted with the news. The school require confirmation of acceptance of the placement before any transition planning will take place. Once received, the parents and student are sent the Welcome Pack. Parents will be sent a copy of the letter of confirmation and the admission papers.

It is important to acknowledge that sometimes the conclusion of the assessment process results in Breckenbrough stating they cannot meet need. We understand that this may be a challenging and emotive situation, which we aim to treat with sensitivity and compassion. Feedback will be provided for the family and for the Local Authority as to the basis of this decision. In most cases, when this occurs it is either due to a student being unable to buy into our approach and/or our curriculum offer not being appropriate in meeting the needs of the student.

Transition Planning

Once a placement has been agreed by the Local Authority, our Transitions Manager will work closely between home and school to ensure the student is adequately supported in joining Breckenbrough school. Many of our cohort have experienced significant periods of time outside of an educational environment. Therefore, the transitions process can differ for each individual student and can often require very sensitive management as the student adjusts to returning to a learning environment. Transition plans are a collaborative process between the school and the parents with the goal of a students attending the school on a full-time basis as soon as they are capable of doing so.

6/8 Week Placement Review

Six to eight weeks into the placement, a placement review is held with the family and the Local Authority. The rationale for this meeting is to share any success the student has experienced in starting at Breckenbrough but also to address any issues arising or impacting upon the success of the placement and an agreed way forward. An action point from the placement review is to propose a suggested date for the annual review.

Reviewing Schedule		
Date	Name	Date of Ratification and by whom
First draft	Simon Bannister	September 2022
June 2025	Simon Bannister	June 2025



Breckenbrough
- more than a school
